

KYAE Common Core Standards
Unpacking Chart for Language Standards (6th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Ensure	that pronouns are in the proper case		Applying	Provide students examples from literature that display author's use of proper pronoun case (e.g., The Chronicles of Narnia- "Come in front with us lions.") Then ask students to analyze their own writing for proper case.
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	Use	intensive pronouns		Applying	Provide students cards with sentences that contain missing intensive pronouns (e.g., I gave _____ plenty of time to get to work. myself , me). Students then work with a partner to determine correct pronoun needed to complete the sentence.
c. Recognize and correct inappropriate shifts in pronoun number and person.*	Recognize and correct	inappropriate shifts in pronoun number and person		Applying	Share with students various cards containing sentences with inappropriate shifts in pronouns (e.g., If <i>you</i> eat sensibly and watch <i>your</i> caloric intake, most <i>people</i> should be able to maintain <i>their</i> desired weight.) and correct sentences (e.g., If <i>you</i> eat sensibly and watch <i>your</i> caloric intake, <i>you</i> should be able to maintain your desired weight.). Ask students to match incorrect and correct

					sentences and then explain the rule.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Recognize and correct	vague pronouns		Applying	Provide students with examples of sentences with vague pronouns (e.g., When the car hit a tree, it made a terrible noise.) Ask them to act out each possible interpretation of the sentence. Then with a partner, rewrite the sentence to make it clear.
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Recognize Identify and use	variations from standard English strategies to improve expression in conventional language	in their own and other's writing and speaking, and	Applying	Given a writer's checklist, students work with a partner to read each other's writing and provide feedback based on the checklist criteria (e.g., consistent verb tense, correct use of pronouns).
L6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Use	punctuation to set off nonrestrictive/parenthetical elements		Applying	After analyzing how writers use punctuation to set off nonrestrictive/parenthetical elements, students will examine their own writing to determine opportunities to correctly use the convention (e.g., Mr. Smith, who is a well-respected lawyer , has just retired from active practice.).
b. Spell correctly.	Spell	correctly		Applying	Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer,

					stretch the word into known parts, connect unknown to know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).
L6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	Vary	sentence patterns for meaning, reader/listener interest, and style		Applying	Provide students with a list of various sentence patterns (e.g., simple, compound, complex). Students examine their own writing to determine the types of sentence patterns they use and revise sentences if needed to increase reader's interest.
b. Maintain consistency in style and tone.*	Maintain	consistency in style and tone		Applying	After examining excerpts from author's with evident style and strong sense of tone, students create a list of Look Fors in their own writing (e.g., formal or informal tone matches task, vary sentence length and structure).
L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.					
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use	context	as a clue to the meaning of a word or phrase	Understanding	Provide students with examples of the five most common types of context clue structures (e.g., definitions, examples, restatements, cause/effect relationships, comparisons). Students apply these strategies to determine the meaning of unknown words in a paragraph.
b. Use common, grade-appropriate Greek or	Use	common, grade-	as clues to the meaning of a word	Understanding	Present students with cards containing various Greek and

Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).		appropriate Greek or Latin affixes and roots			Latin affixes and roots. Students will use these cards to create words to complete a sentence with a missing word (e.g., On hot summer days, my neighbors open the fire _____ to make a sprinkler in the street. hydrant).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Consult to find or determine or clarify	reference materials, the pronunciation its precise meaning or its part of speech	both print and digital of a word	Understanding	Given a text and a series of questions concerning the vocabulary, students will use reference materials to answer the questions (e.g., What part of speech is ____ in this sentence?, What is the meaning of ____ in this sentence?).
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Verify	the preliminary determination	of the meaning of a word or phrase	Understanding	Present students with advertisements from magazines (e.g., Going Green!). Discuss with the students their initial understanding based on the context and then verify with others and/or using the dictionary.
L6.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Interpret figures of speech (e.g., personification) in context.	Interpret	figures of speech	in context	Understanding	Given a list of the most common figures of speech and their definition/examples (e.g., similes, metaphors), students will locate these in provided text and interpret the author's meaning.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category)	Use	the relationship	between particular words	Understanding	Given a list of words with connections (e.g., cause/effect, part/whole), students create a visual representation of each

to better understand each of the words.	to better understand	each of the words			word and their connection.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	Distinguish	among the connotations of words	with similar denotations	Understanding	Provide students with a stack of cards containing words with similar meanings (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i>). Ask the students to describe a scene in which a character would act in a way that portrays the definition of the word.
L6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately gather when considering	grade-appropriate general academic and domain-specific words and phrase; vocabulary knowledge a word or phrase	important to comprehension or expression	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

KYAE Common Core Standards

Unpacking Chart for Language Standards (7th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Explain the function of phrases and clauses in general and their function in specific sentences.	Explain	the function and their function	of phrases and clauses in general in specific sentences	Applying	Place cards on the board with parts of a sentence (i.e., one card per phrase, clause, etc...). Students read through the sentence and then determine the function of each part of the sentence by writing above each card. The students then move the cards around to determine if the sentence can be formed in different ways and if the functions change.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Choose	among simple, compound, complex and compound- complex sentences	to signal differing relationships among ideas	Applying	Present two ideas that are related to students (i.e., volcano and tsunami). Ask students to work with a partner and write a variety of sentences (i.e., simple, compound, complex, compound-complex) that describe the relationship between the two ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Place recognizing and correcting	phrases and clauses misplaced and dangling modifiers	within a sentence	Applying	Provide students with simple sentences and a variety of phrases and clauses on cards. Students work with a group to determine how to use the cards to create descriptive sentences.
L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Use to separate	a comma coordinative adjectives		Applying	Begin by providing students with a noun and then ask them to think of two adjectives that describe the noun. Then ask them to create a sentence that utilizes all of the words and place a comma to separate the adjectives.
b. Spell correctly.	Spell	correctly		Applying	Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer, stretch the word into known parts, connect unknown to know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).
L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Choose language that expresses ideas precisely and concisely, recognizing and	Choose	language that expresses ideas precisely		Applying	Analyze examples of writers who use precise and concise language to describe people, events, etc... Guide students

eliminating wordiness and redundancy.*	recognizing and eliminating	wordiness and redundancy			to analyze their own writing to determine opportunities to revise their descriptions.
L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.					
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use	context	as a clue to the meaning of a word or phrase	Understanding	Provide students with examples of the five most common types of context clue structures (e.g., definitions, examples, restatements, cause/effect relationships, comparisons). Students apply these strategies to determine the meaning of unknown words in a paragraph.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	Use	common, grade-appropriate Greek or Latin affixes and roots	as clues to the meaning of a word	Understanding	Present students with cards containing various Greek and Latin affixes and roots. Students will use these cards to create words to complete a sentence with a missing word (e.g., On hot summer days, my neighbors open the fire _____ to make a sprinkler in the street. hydrant).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Consult to find or determine or clarify	reference materials, the pronunciation its precise meaning or its part of speech	both print and digital of a word	Understanding	Given a text and a series of questions concerning the vocabulary, students will use reference materials to answer the questions (e.g., What part of speech is ____ in this sentence?, What is the meaning of ____ in this sentence?).

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Verify	the preliminary determination	of the meaning of a word or phrase	Understanding	Present students with advertisements from magazines (e.g., Going Green!). Discuss with the students their initial understanding based on the context and then verify with others and/or using the dictionary.
L7.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Interpret	figures of speech	in context	Understanding	Given a list of the most common figures of speech and their definition/examples (e.g., simile, metaphors, biblical), students will locate these in provided text and interpret the author's meaning.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Use to better understand	the relationship between particular words each of the words		Understanding	Given a list of words with connections (e.g., synonym, antonym, analogy), students create a visual representation of each word and their connection.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	Distinguish	among the connotations of words	with similar denotations	Understanding	Provide students with a stack of cards containing words with similar meanings (e.g., stingy, scrimping, economical). Ask the students to describe a scene in which a character would act in the definition of the word.

L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately	grade-appropriate general academic and domain-specific words and phrase;		Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.
	gather	vocabulary knowledge			
	when considering	a word or phrase	important to comprehension or expression		

KYAE Common Core Standards

Unpacking Chart for Language Standards (8th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Explain	the function of verbals and their function	in general in particular sentences	Applying	Provide students with sentences that contain a variety of verbals. Students work with a group to label each part of the sentence and describe their function.
b. Form and use verbs in the active and passive voice.	Form and use	verbs	in the active and passive voice	Applying	Present students with pictures of an event (i.e., animals playing, family eating) and ask them to describe the picture using the active and passive voice and then discuss how the way an event is described emphasizes different things (i.e., Cats eat fish. Fish are eaten by cats).
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Form and use	verbs	in the indicative, imperative, interrogative, conditional and subjunctive mood	Applying	Using a video from You Tube that presents an event (e.g., cats playing together), ask the students to describe the event using a variety of verb forms (i.e., indicative, imperative, etc...).

d. Recognize and correct inappropriate shifts in verb voice and mood.*	Recognize and correct	inappropriate shifts	in verb voice and mood	Applying	Using a passage containing inappropriate shifts in verb voice and mood, students use highlighters to note all verbs in the passage and then code them as to their tense (i.e., present, past, etc...). Once students determine errors, they correct them by writing the correct verb above the incorrect form.
L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Use	punctuation	to indicate a pause or break	Applying	Provide students with magazines, newspapers, etc.. to find examples of punctuation that indicate a pause or break. Cut out examples and put on a Punctuation Anchor Chart for reference.
b. Use an ellipsis to indicate an omission.	Use	an ellipsis	to indicate an omission	Applying	Study examples of how writers use ellipses to indicate an omission (e.g., George Ella Lyon- <i>When the Relatives Came</i>). Students record examples found and add to the Punctuation Anchor Chart.
c. Spell correctly.	Spell	correctly		Applying	Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer, stretch the word into known parts, connect unknown to

					know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).
L8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Use	verbs in the active and passive voice and in the conditional and subjunctive mood	to achieve particular effects	Applying	Ask the students to create a series of sentences (i.e., active and passive voice) that describe what they would wish for if they won the lottery (e.g., If I won the lottery, I would buy a new home. I would buy a new home, if I won the lottery.).
L8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.					
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use	context	as a clue to the meaning of a word or phrase	Understanding	Provide students with examples of the five most common types of context clue structures (e.g., definitions, examples, restatements, cause/effect relationships, comparisons). Students apply these strategies to determine the meaning of unknown words in a paragraph.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Use	common, grade-appropriate Greek or Latin affixes and roots	as clues to the meaning of a word	Understanding	Present students with cards containing various Greek and Latin affixes and roots. Students will use these cards to create words to complete a sentence with a missing word (e.g., On hot summer days, my neighbors open the fire _____ to make a sprinkler in the street. hydrant).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Consult to find or determine or clarify	reference materials, the pronunciation its precise meaning or its part of speech	both print and digital of a word	Understanding	Given a text and a series of questions concerning the vocabulary, students will use reference materials to answer the questions (e.g., What part of speech is ____ in this sentence?, What is the meaning of ____ in this sentence?).
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Verify	the preliminary determination	of the meaning of a word or phrase	Understanding	Present students with advertisements from magazines (e.g., Going Green!). Discuss with the students their initial understanding based on the context and then verify with others and/or using the dictionary.
L8.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Interpret	figures of speech	in context	Understanding	Students watch a video clip from a movie/show containing figures of speech (e.g., puns in Tyler Perry's plays or movies). Students discuss the intended meaning of the figure of speech.
b. Use the relationship between particular words to better understand each of the words.	Use to better understand	the relationship between particular words each of the words		Understanding	Given a list of words with connections (e.g., synonym, antonym, analogy), students create a visual representation of each word and their connection.
c. Distinguish among the				Understanding	Provide students with a stack

connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	Distinguish	among the connotations of words	with similar denotations		of cards containing words with similar meanings (e.g., <i>bullheaded, willful, firm</i>). Ask the students to describe a scene in which a character would act in the definition of the word.
L8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately gather when considering	grade-appropriate general academic and domain-specific words and phrase; vocabulary knowledge a word or phrase	 important to comprehension or expression	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.